DOCUMENT RESUME

ED 381 488 SP 035 816

TITLE	Developing a Residency Program as Part of Teacher Licensure. A Report in Accordance with Minnesota Statutes. 1993 Supplement. Section 125.230, SUBD. 7.(b).
INSTITUTION	Minnesota State Board of Teaching, St. Paul.
PUB DATE	15 Feb 94
NOTE	54p.
PUB TYPE	Reports - Descriptive (141) -- Legal/Legislative/Regulatory Materials (090)
EDRS PRICE	MF01/PC03 Plus Postage.
DESCRIPTORS	*Beginning Teacher Induction; Elementary Secondary Education; Higher Education; Inservice Teacher Education; *Internship Programs; Preservice Teacher Education; *Professional Development Schools; School Restructuring; State Legislation; *Teacher Certification; Teacher Education Curriculum; Teaching Experience
IDENTIFIERS	*Minnesota; Teacher Development

ABSTRACT

In 1993, the Minnesota state legislature established a Teacher Residency Program, and it directed the Minnesota Board of Teaching to report to the education committees of the legislature on developing a residency program as part of teacher licensure. The residency program proposed in this report is one of three components of a restructured teacher licensure program, which includes: teacher preparation in an approved teacher education institution; supervised residency in a professional development school, and multiple assessments of teaching knowledge and skills. The one-year residency is a transition for the beginning teacher who has completed preservice preparation but is not yet licensed to teach without supervision. The residency will differ from current beginning teacher programs in several ways. This report addresses a number of issues related to implementation of a residency program, including: finance, equity, curriculum, employment issues, ratio of residents to professional development schools (PDSs), and impact on teachers licensed in other states. A timeline is proposed, which projects full implementation of the restructured licensure system by 2001. In addition to a historical background on the residency program, the report includes two appendices: "Minnesota Statutes 1993 Supplement" and "Recommendations of Internship Task Force to Minnesota Board of Teaching Regarding Standards for Internship Programs." (Contains 22 references.) (IAH)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

SP

ED 381 488

DEVELOPING A RESIDENCY PROGRAM

AS PART OF TEACHER LICENSURE

A REPORT

IN ACCORDANCE WITH MINNESOTA STATUTES

1993 SUPPLEMENT

SECTION 125.230, SUBD. 7.(b)

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

J Wain

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

MINNESOTA BOARD OF TEACHING

FEBRUARY 15, 1994

SP035 816

BEST COPY AVAILABLE

TABLE OF CONTENTS

Page

EXECUTIVE SUMMARY i

BACKGROUND 1

RESTRUCTURED TEACHER LICENSING SYSTEM 4

TEACHER RESIDENCY CONSIDERATIONS 12

(1) Whether a teacher residency program should be a prerequisite to obtaining an initial teaching license or a continuing teaching 12

(2) The number of teacher residency positions available statewide by school district 17

(3) How a teacher residency program and a mentorship program for school teachers can be structured 18

(4) Whether additional state funding for teacher residency programs is required 20

(5) The interrelationship between existing teacher preparation programs and a teacher residency program 23

(6) Issues related to implementing a teacher residency program, including a timeline for implementing the program 24

(7) How a teacher residency program may impact upon a teacher licensed in another state who seeks a teaching position in Minnesota 30

CONCLUSION 32

ACTION PLAN 34

REFERENCES 35

APPENDIX A 37

APPENDIX B 39

EXECUTIVE SUMMARY

"Throughout the 1980s, the Minnesota Board of Teaching led one of the most progressive movements in the nation to strengthen the preparation and licensing of teachers...". (Darling-Hammond, Wise, and Klein, forthcoming). In 1992, the Board prepared A Report on Teacher Preparation and Licensing in response to legislation, in which the Board proposed an action plan consistent with its work over the past decade. The report addressed the need for performance-based licensing within the context of internships in professional development schools following the completion of teacher education programs as a way to better assure that beginning teachers can demonstrate the knowledge and skills necessary to teach. Legislation was enacted that authorized the Board of Teaching to present an appropriation request to the 1993 legislature to identify pilot sites, create professional development schools, and prepare staff at the pilot sites. In 1993, the legislature repealed references to this program and established a teacher residency program. The Board of Teaching was directed to report to the 1994 legislature on developing a residency program as part of teacher licensure.

The Board of Teaching remains committed to implementing the restructured licensure system that it proposed. In its 1992 report, the Board of Teaching cited the need for changes in the way teachers are prepared and licensed to meet the changing demands of prekindergarten through grade 12 education. The Board proposed a substantial departure from the current licensure system, consisting of completion of a teacher education program in an accredited teacher preparation institution, a year-long supervised and structured residency in a professional development school, and multiple assessment of teaching knowledge and skills.

The 1993 legislation established a teacher residency program that provides the opportunity for school districts to hire graduates of approved Minnesota teacher preparation programs as teaching residents for one school year. Residents may teach up to 80 per cent of the instructional time of a

full-time teacher and must participate in professional development activities according to individual plans developed in conjunction with mentoring teams.

In this report, the Board of Teaching has addressed a number of points that were enumerated in the 1993 legislation. In so doing, the Board is recommending that some changes be made in the current residency program, and that completion of a residency in a professional development school be required for continuing licensure, beginning in 2000.

Study by the Board of Teaching has confirmed the need for a residency program as a prerequisite to obtaining the license that authorizes a teacher to practice independently. The underlying premise of the restructured licensure system is that of assuring that candidates for licensure can demonstrate the necessary knowledge and skills to teach. In order to accomplish this, candidates must be engaged in a structured program over time that involves specific classroom experiences and integrates specific diverse experiences, and must receive regular professional evaluation against results-oriented standards.

A year-long supervised residency in a professional development school, during which time the knowledge and skills acquired in the teacher education program will be applied, will be an integral component of the restructured licensure system. Professional development schools are the educational analogue to teaching hospitals, and serve the dual purpose of educating students and preparing teachers. They are exemplars of best practice, involving collaborative efforts between schools and teacher education institutions. The establishment of professional development schools in school districts will include staffing with a mix of highly expert professionals and teacher residents, a commitment to high-quality education for students and residents, and an atmosphere of collegiality. Residents will be paid for their teaching services in the school district in which they are employed during their residency year; however, they would not be considered regular members of the teaching staff.

The residency is a transitional status. It is neither the last year of teacher preparation, nor is it the first year of independent, unsupervised teaching. It is not a fifth year of preparation. It is a

time for demonstration of necessary skills and abilities, as well as a time for learning and reinforcement, culminating in a licensure decision to practice independently. The residency extends professional preparation without exposing students to unsupervised beginners or leaving the acquisition and demonstration of essential skills to chance. The initial license to be issued must reflect the transitional status of the resident, verifying completion of a teacher education program and assessments of basic skills and general teaching knowledge, but not valid for independent practice.

Because the residency is so integrally linked with the assessment system, it must be completed after completion of a teacher education program of pedagogical knowledge that more appropriately takes place in a college or university setting. This does not preclude colleges and universities from offering internships as part of the preservice preparation program to prepare teachers, and some currently do. However, when asked whether a full-time, full-year residency could be required of all candidates for initial teacher licensure as part of their preservice teacher preparation programs, the vast majority of the post-secondary institution respondents stated that there would not be enough school district placements available, adequate college supervision could not be provided with existing resources, and the residency could not be included within the current time frame of the existing teacher preparation programs.

The 1993 legislation regarding the establishment of a teaching residency program states that "A school district shall not use a teaching resident to replace an existing teaching position." This is problematic, since it limits the opportunities for employment, and thereby reduces the number of resident position available. In the 1992 report, the Board proposed that such individuals actually be the beginning teachers, who would spend their first year in a transitional status as a resident in a professional development school. The number of residency positions available must accommodate the number of new teachers needed each year. Therefore, when fully implemented, openings for at least 2000 residents each year would be required.

Mentoring must be an integral part of any residency program. During the residency year, the mentor provides professional and personal support and assistance to the resident. The mentorship

program will become more closely aligned with the purposes of the residency year so that mentors, in providing support to residents, will also guide and assist them in achieving the outcomes of the residency and preparing for assessments of their teaching knowledge and skill.

One of the reasons that sound supervised entry-year programs do not now occur is that no agency is financed to carry them out and there are no incentives to change current practice. Neither school districts, colleges of education, nor residents can or should finance residencies; therefore, the responsibility must fall to the state. Realistically, the development of residencies must depend on state support. The cost of implementation will be directly related to the number of beginning teachers hired as residents each year.

Teacher residency programs will be implemented by local school districts because they employ and pay the residents. The professional development school concept envisioned by the Board of Teaching is based on the premise of simultaneous reform, involving collaborative efforts between prekindergarten through grade 12 schools and teacher education institutions.

A number of implementation issues were raised at the time that the Board of Teaching presented its 1992 report on restructured teacher preparation and licensing to the legislature. Many of these issues became concerns due to uncertainty about the changes. A restructured teacher licensure system represents major change. Requiring a one-year residency as part of licensure is a substantial departure from the current licensure system. Much of the change is centered on a major policy issue of what it means to become a professional teacher.

The Board of Teaching is proposing a two-phase implementation for the restructured teacher licensure system. The first phase is a development phase. A period of development is necessary in order to generate and evaluate a number of models before the residency is fully implemented. Following the initial period of development and evaluation, the Board of Teaching would determine a more uniform system of residency configurations and all beginning teachers would be required to complete a residency. In proposing a timeline, the Board has set the year 2001 as the full implementation date.

Since the residency would be a requirement for beginning teachers, those individuals who complete their teacher preparation programs in other states and have no teaching experience would be required to complete a residency. However, teachers who have teaching experience in other states and are hired in Minnesota would not be required to complete a residency. All would be required to complete performance assessments of teaching knowledge and skills as a requirement for a continuing license.

The topic of reform of teacher preparation and licensing in Minnesota has been discussed for ten years. Rather than continuing the status quo or conducting an additional study, the development phase of the restructured licensure system needs to begin. As with any major policy change, concerns regarding implementation will continue to surface.

A restructured licensure system consisting of completion of a redesigned teacher education program in an accredited teacher preparation institution, a year-long supervised and structured residency in a professional development school, and multiple assessment of beginning teacher knowledge and skills will assure the profession and the public that beginning teachers have demonstrated the knowledge and skills needed to teach before they are licensed to practice independently. Those who will receive the greatest benefit are the students of Minnesota.

DEVELOPING A RESIDENCY PROGRAM AS PART OF TEACHER LICENSURE

BACKGROUND

Ten years ago, the state of Minnesota embarked on new directions for teacher preparation and licensing. At that time, a study of teacher education was completed by the Higher Education Coordinating Board in cooperation with the Board of Teaching. The report set forth several recommendations on state policies for teacher education. These recommendations addressed a number of needs, including a restructured teacher education curriculum and performance assessment of beginning teachers. Over the years, this vision has continued to unfold as the Board of Teaching has proceeded to develop standards for more extensive, higher quality preparation leading to better instruction in beginning teachers' classrooms.

The Board of Teaching has provided leadership for a number of teacher education initiatives to strengthen the preparation and licensure of teachers. These have included reports on state policies for teacher education and on future teacher preparation, development of exemplary teacher education programs, teacher examinations, criteria for experimental teacher education programs, alternative teacher preparation licensing programs, designing an assessment system to assess the skills of beginning teachers, and the redesign of teacher education programs to implement a research based, results oriented curriculum.

> Throughout the 1980s, the Minnesota Board of Teaching led one of the most progressive movements in the nation to strengthen the preparation and licensure of teachers, beginning with studies of teacher education and support for exemplary teacher education programs, and extending to the design of an assessment system to assess the skills of prospective and beginning teachers. (Darling-Hammond, Wise, Klein, forthcoming)

In 1990, the Board of Teaching adopted new rules for the redesign of teacher education programs and program evaluation consistent with a task force report, Minnesota's Vision for Teacher

Education: Stronger Standards, New Partnerships (1986). These rules are stated in outcomes to be demonstrated rather than in specific courses and credit hours to be completed. Changes in teacher education curriculum are occurring at all approved teacher education institutions in Minnesota, and by 1995, these colleges and universities must have completed the redesign of the professional education component of their teacher education programs to be outcome focused and research based, reflecting sound professional practice. New program evaluation standards have been implemented to assure program effectiveness based on proficiency of graduates in demonstrating attainment of program outcomes. The Board of Teaching is evaluating programs based on these new program evaluation standards.

In 1991, the Legislature directed the Board of Teaching, in cooperation with the State Board of Education and the Higher Education Coordinating Board, to address restructured teacher preparation and licensing. This legislation provided the Board of Teaching the opportunity to propose an action plan consistent with its work over the past decade. The Board prepared a report that was based on current literature on the reform of teacher preparation and licensing, and was adapted from concepts in the Minnesota Board of Teaching/Higher Education Coordinating Board report, Minnesota's Vision for Teacher Education: Stronger Standards, New Partnerships (1986), Goodlad's Teachers for our Nation's Schools (1990) and the Board of Teaching work with the RAND Corporation's Center for the Study of the Teaching Profession published in Wise and Darling-Hammond's Licensing Teachers: Design for a Teaching Profession (1987) and Darling-Hammond, Gendler, and Wise's The Teaching Internship (1990).

A Report on Teacher Preparation and Licensing, the report that was prepared by the Minnesota Board of Teaching and presented to the 1992 Legislature, acknowledged that Minnesota colleges and universities are engaged in the redesign of teacher education programs to be programmatically coherent, outcome focused, and research based in order to address the concerns of traditional preparation. However, the report also cited national reports and studies of the past decade indicating that restructured teacher preparation alone will not be enough to prepare teachers for

tomorrow's schools. The report proposed the need for performance-based licensing within the context of internships in professional development schools following the completion of teacher education programs as a way to better assure that beginning teachers can demonstrate the knowledge and skills necessary to teach. The current system of licensing assumes but does not assure that beginning teachers have acquired the necessary skills. The goal of the restructured system is to provide assurance that students are taught by teachers who have demonstrated that they have acquired the skills needed to teach, before they are licensed to practice independently.

Since the legislation on a study of teacher education enacted in 1984, the concepts of a restructured teacher preparation and licensing system have been introduced and considered. A framework for implementation of a restructured teacher preparation and licensing system was adopted by the 1992 Legislature for implementation by the year 2000, 16 years after the first Minnesota report was developed which addressed the need for a restructured teacher education curriculum and performance assessment of beginning teachers.

The 1992 legislation authorized the Board of Teaching to present an appropriation request to the 1993 legislature to begin pilot projects for internships in professional development schools. During the 1993-95 biennium, the board was to identify pilot sites, create professional development schools and prepare staff at the pilot sites. Pilot projects were to be in operation and begin admitting candidates for licensure under the restructured model in 1995. An advisory task force was appointed to advise the board on implementing this restructured system.

In 1993, the legislature repealed references to this program. A teacher residency program was established, and the Board of Teaching was directed to report to the education committees of the legislature by February 15, 1994, on developing a residency program as part of teacher licensure. (Minnesota Statutes 1993 Supplement, Section 125.230, subd. 7.(b).) (See Appendix A).

This report is forwarded in accordance with the 1993 legislation.

RESTRUCTURED TEACHER LICENSING SYSTEM

In its 1992 report to the Legislature, the Board of Teaching cited the need for changes in the way teachers are prepared and licensed to meet the changing demands of pre-k through grade 12 education. The knowledge and skills that teachers must demonstrate can only be acquired through major restructuring of the current system. Restructured schools require changes in the nature of teaching, including greater responsibility for decisionmaking, developing curriculum and assessments, mentoring beginning teachers, working with parents, and providing learning environments for an ever-increasingly diverse student population.

The Board of Teaching proposed a substantial departure from the current licensure system. The proposed system is the result of research conducted for the Board by the RAND Corporation, (Wise and Darling-Hammond, 1987; and Darling-Hammond, Gendler, and Wise, 1990) and is adapted from the study of licensing in other professions. It consists of completion of a teacher education program in an accredited teacher preparation institution, a year-long supervised and structured residency in a professional development school, and multiple assessment of teaching knowledge and skills. (See Figure 1).

The rationale for such a system is that it will provide a catalyst for more demanding preparation and will also assure that only those individuals who are qualified for independent practice are granted licensure. It should also provide a stimulus for change in public perception that will lead to an increasingly talented applicant pool and greater responsibilities for teachers.

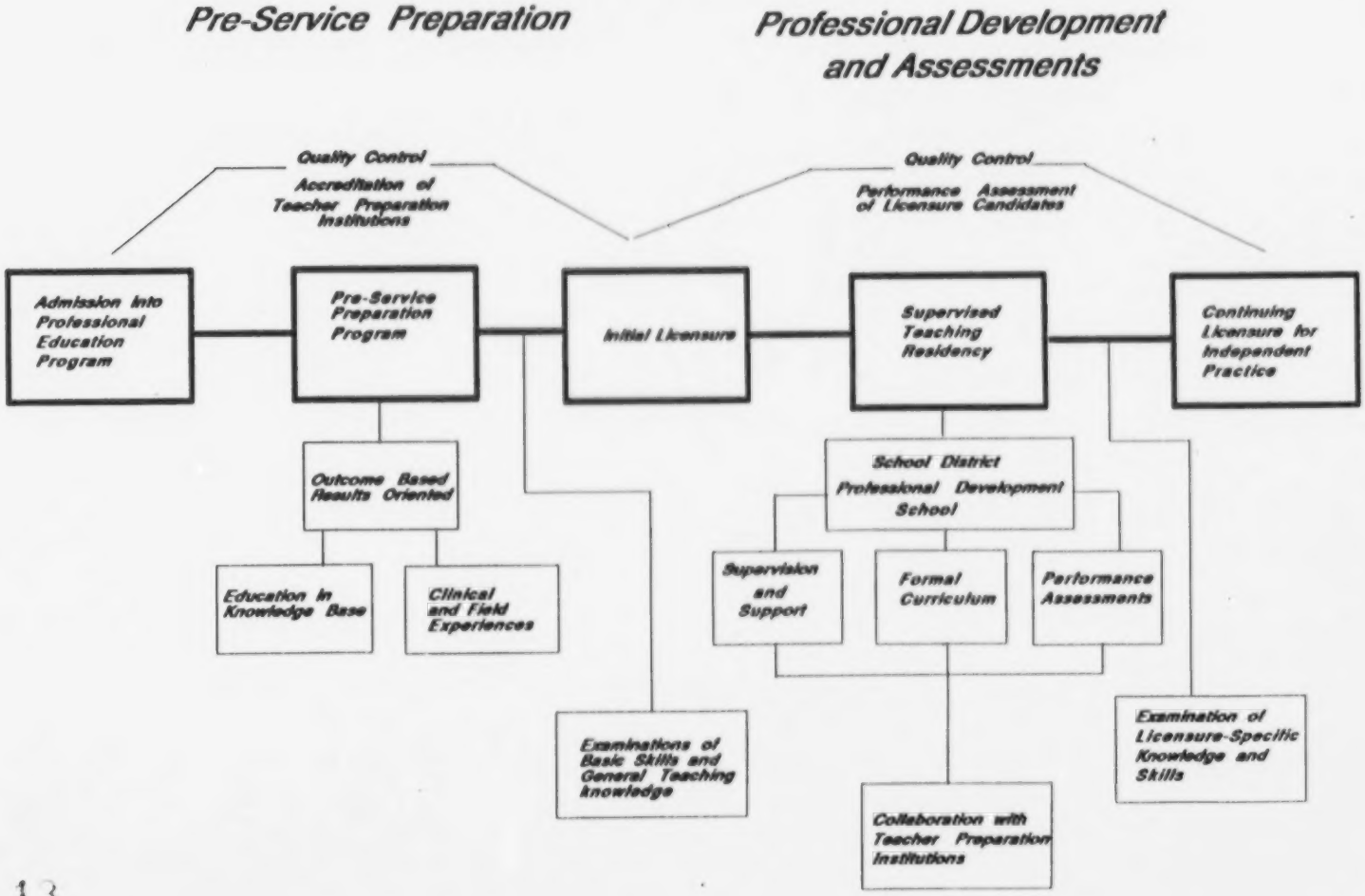
A restructured licensure system will provide a catalyst for more demanding preparation and will also assure that only those individuals who are qualified for independent practice are granted licensure.

> ... amid the decade-long calls for reform of public education, there has begun a little-noticed revolution in teaching and in teacher education, a revolution that could propel us toward a truly professional teaching force.
>
> It is aimed at developing the same sort of quality-assurance procedures for teaching that are used in medicine, architecture, engineering and the other professions. That means professional accreditation of the colleges that prepare

MINNESOTA BOARD OF TEACHING

Figure 1

Professional Preparation and Licensing



> teachers, *meaningful state licensing procedures that determine whether new teachers have the necessary knowledge and skills*, [emphasis added] and formal recognition of experienced teachers who meet high standards.
>
> These mechanisms have been weak or lacking in teaching. But important strides in developing such systems are now being taken, and they need support from the public and policy makers.
>
> States ought to be encouraged to adopt high, rigorous standards for their licensing systems. Until now, states have, for the most part, set minimal standards for the education of teachers. The good news is that several states, including Connecticut, California and *Minnesota*, [emphasis added], are now designing innovative systems that will better assess what teachers should know and be able to do to acquire a license for autonomous practice. (Shanker and Geiger, May 5, 1993.)

It is significant to note that the work of the Board of Teaching has been visionary and is recognized nationally. Minnesota was the first state in the nation to develop performance-based licensing standards for teachers that are to be assessed within the context of a performance assessment system and structured internship [residency] (Darling-Hammond, Wise, and Klein, forthcoming). Since the 1992 Board of Teaching report on restructured teacher preparation and licensing was prepared, other research studies and reports have been published that support the Board's policy direction. (e.g., California Commission on Teacher Credentialing, 1992; Darling-Hammond, Wise, and Klein, forthcoming; Interstate New Teacher Assessment and Support Consortium, 1992; Zimpher and Howey, 1992).

The terminology in the 1992 report referred to "interns" and "internships." There has been confusion around these terms, since some preservice teacher education programs offer internships as part of initial teacher preparation. To eliminate some of this confusion, the terminology now being used is that of "resident." Therefore, this report refers to "residents" and "residencies" rather than to "interns" and "internships" to distinguish between those who have completed their teacher preparation programs and are engaged in entry-year programs for beginning teachers, and those who are students in teacher preparation programs.

The restructured licensure system proposed by the Board of Teaching has three components. The teacher preparation component of this system ensures that candidates for licensure will have a broad base of knowledge; experience alone cannot provide this assurance. The supervised residency

provides the opportunity for beginning teachers to apply this knowledge to the specific context of practice. Multiple assessments of teaching knowledge and skills provide assurance that knowledge has been acquired and a minimum level of performance can be demonstrated by all beginning teachers before they are licensed to practice independently. In such a system, licensing will focus on the performance of individuals.

The restructured licensure system has three components: teacher preparation, a supervised residency, and multiple assessments of teaching knowledge and skills.

Central to this licensure system is a residency following completion of an approved teacher education program. Current literature on the reform of teacher education (cited in 1992 Board of Teaching report) addresses not only the need for coherent, rigorous preparation programs, but also the need for supervised residencies in professional development schools. All of these proposals stress that no substantial change in the profession of teaching will occur unless states are willing to invest in required residencies prior to full licensure.

Before new teachers are granted a continuing license, assurance must be provided that they possess the necessary skills to practice independently. A one-year residency in a professional development school will provide the opportunity to apply the knowledge learned in a college or university teacher preparation program, to learn the aspects of the profession that cannot be taught in education classes, and to practice complex decisionmaking under the supervision of experienced teachers.

A one-year residency in a professional development school will provide the opportunity for beginning teachers to apply the knowledge learned in their teacher preparation programs to the specific context of practice and to demonstrate the skills and competencies necessary to assume independent practice.

> The kinds of skills that the state would like to be sure that licensed teachers possess cannot be acquired through university-based teacher education alone. Neither can they be efficiently acquired by trial and error during the initial year of practice. If a major goal of licensure is to increase the probability that those admitted to practice can indeed make appropriate decisions and teach effectively, the licensure decision should require both the opportunity to learn these skills and evidence that they have been learned. (Wise and Darling-Hammond, 1987, p. 32).

Professional development schools, often referred to as clinical schools, are the educational analogue to teaching hospitals. They are public schools that will serve the dual purpose of educating students and preparing teachers. A variety of models may be appropriate; however, certain features will be present. The establishment of professional development schools in school districts will include staffing with a mix of highly expert professionals and teacher residents, a commitment to high-quality education for students and residents, and an atmosphere of collegiality. These schools will exhibit state-of-the-art practice and must involve collaborative efforts between schools and teacher education institutions.

The curriculum of the residency will be based on the developmental needs of beginning teachers. It will include formal instructional experiences such as seminars, clinical conferences, observations of experienced teachers, and required reading assignments as well as clinical experiences in which the supervised resident assumes progressively greater responsibility for student learning. All residents will be required to experience particular types of situations for decisionmaking and practice under supervision.

Residencies will be designed to differ from current beginning teacher programs in a number of ways. Many current beginning teacher programs are not structured to provide specific, supervised learning experiences for beginners, but, rather, provide moral support and practical advice to beginning teachers. The need for development of greater professional skills or to study and reflect on the knowledge on which effective teaching and learning is based is often not acknowledged. They also do not ensure that the beginning teacher is exposed to a wide range of teaching experiences or to the knowledge and skills that all beginning teachers acquire in the process of learning to practice. The residency will differ from current beginning teaching year programs in the following ways:

> 1. The intern [resident] would not only work directly with clients but also observe experienced professionals interacting with clients and learn from them. Learning by modeling is a precept of an internship [residency]. Learning only by doing -- that is by trial-and-error alone -- is what beginning teachers do now, and it is much less effective.
> 2. The intern [resident] would assume progressive degrees of responsibility for clients.
> 3. The interns [residents] would receive regular supervision and guidance from practicing professionals.

4. The programs would require that all interns [residents] experience particular types of situations for decisionmaking and practice under supervision, including a range of tasks and types of clients. (Darling-Hammond, Wise, Klein, forthcoming).

Teacher preparation provides students preparing to teach with the knowledge of the sciences basic to teaching, the methods of effective teaching, and limited experiences in field and clinical settings. In the professional residency, the beginning teacher learns to apply that knowledge to teaching situations, and demonstrates the skills and competencies necessary to assume independent practice in public schools.

A one-year residency in a professional development school also offers a setting in which residents will have opportunities to understand and experience concepts of school renewal. Although the residency will not prepare residents to be experts in school reform, they need to experience these concepts through residencies in professional development schools that are engaged in renewal so that they understand that much of the restructuring process in schools will be accomplished by teachers. The residency also provides a setting in which to encourage the development of ethical standards. Most professions consider ethical and moral commitment to be important dimensions of professional practice, but these attributes cannot be instilled in formal preparation programs or adequately assessed by paper and pencil tests. However, they are legitimate and important bases for professional licensure and should be evaluated in the context of actual practice. The residency provides an appropriate setting for developing, observing, and verifying these critical aspects of professional practice.

The residency is a transitional status. It is neither the last year of teacher preparation, nor is it the first year of independent, unsupervised teaching. It must be a time for demonstration of necessary skills and abilities, as well as a time for learning and reinforcement, culminating in a licensure decision to practice independently.

The residency is a transitional status. It is neither the last year of teacher preparation, nor is it the first year of independent, unsupervised teaching. It is not a fifth year of preparation. Residents are college graduates who have completed teacher preparation programs but are not yet licensed for independent practice.

The residency is not a fifth year of preparation. Residents are college graduates who have

completed teacher preparation programs but are not yet licensed for independent practice. To be eligible for a residency, candidates must have completed all other requirements for initial licensure, including graduating from an accredited teacher education institution and passing examinations of skills and general pedagogical knowledge. Residents will be paid for their teaching services in the school district in which they are employed during their residency year; however, they would not be considered regular members of the teaching staff.

Current state policies do not promote effective, systematic support, training, and assessment of new teachers. The assessment of teaching competence is not part of the requirements leading to Minnesota licensure as a teacher. No coherent assessment system is in place; rather, uncoordinated, inconsistent assessment practices exist. As part of a larger policy issue, there are consequences of the lack of comprehensive assessment of beginning teachers' skills. These include the following:

(1) colleges and universities do not have information needed that would be informative in the revision or restructuring of their preservice teacher preparation programs;

(2) school districts do not have information needed that would help to focus staff development programs;

(3) the public is not assured that all teachers have met standards of performance and possess the knowledge and skills necessary to practice independently.

Requiring that all applicants for teacher licensure not only complete an accredited teacher education program and a residency in a professional development school, but also pass licensure examinations, provides greater assurance that beginning teachers have acquired and demonstrated the basic knowledge and skills that are needed for independent practice. Upon graduating from an accredited teacher preparation institution, candidates will be eligible to take the examination of teaching knowledge, which will include knowledge about learners and learning, teaching, and the social foundations and context of education. Candidates will need to apply knowledge to particular situations in order to demonstrate mastery, not of specific facts, but rather, of the principles upon which facts are based and the implications of those principles for practice.

Initial licensure will be granted to candidates who pass the skills examinations of reading, writing, and mathematics, graduate from an accredited teacher preparation institution, pass an examination of general teaching knowledge, and are admitted to a residency. Upon successful completion of the residency, candidates will be eligible to take licensure-specific examinations of teaching skills. These examinations will measure skills in analyzing teaching situations and performing essential teaching tasks. They will emphasize performance assessment and the ability to apply knowledge in specific types of teaching situations. They will represent a professional consensus within each discipline and within teaching as a whole regarding the skills necessary for independent professional practice. As the last stage in the licensing process, these examinations will be the final check of each beginning teacher's abilities to apply the knowledge and skills essential to responsible and effective teaching.

"The benefits of a new approach--one that balances the profession's need for supervised clinical training and assessment with a valid and reliable licensure process--will be many. And foremost among them is the development of public confidence in a competent teaching profession." (Darling-Hammond, Gendler, and Wise, 1990, p. 14). The Board of Teaching remains committed to implementing the licensing system that has been conceptualized.

"The benefits of a new approach--one that balances the profession's need for supervised clinical training and assessment with a valid and reliable licensure process--will be many. And foremost among them is the development of public confidence in a competent teaching profession."

> It is no accident that this leadership has been provided by one of the oldest professional standards boards for teachers in the nation...Minnesota's experience [is placed] in the context of current reform efforts and suggests that developing and requiring a meaningful license to teach will be crucial for ensuring that teachers have the knowledge they need as a foundation for 21st century schools. (Darling-Hammond, Wise, Klein, forthcoming)

TEACHER RESIDENCY CONSIDERATIONS

1993 legislation established a teacher residency program. (Minnesota Statutes 1993 Supplement, Section 125.230, subd. 7.(b).) (See Appendix A). This program provides the opportunity for school districts to hire graduates of approved Minnesota teacher preparation programs as teaching residents for one school year. Teaching residents must have received their initial license to teach no more than two years prior to becoming a resident and must have less than nine months of full-time teaching experience as a licensed teacher. Under this legislation, residents cannot replace existing teaching positions. Residents may teach up to 80 per cent of the instructional time of a full-time teacher and must participate in professional development activities according to individual plans developed in conjunction with mentoring teams. The legislation directed the Board of Teaching to report to the 1994 legislature on developing a residency program as part of teacher licensure and requested that the Board address the points that follow. In addressing these points, the Board of Teaching is recommending that some changes be made in the current residency program and that completion of a residency in a professional development school be required for continuing licensure, beginning in 2000.

(1) Whether a teacher residency program should be a prerequisite to obtaining an initial teaching license or a continuing teacher license

Study by the Board of Teaching has confirmed the need for a residency program as a prerequisite to obtaining the license that authorizes a teacher to practice independently. The underlying premise of the restructured licensure system is that of assuring that candidates for licensure can demonstrate the knowledge and skills to teach. In order to accomplish this, candidates must be engaged in a structured program over time that involves specific classroom experiences and integrates specified diverse experiences, and must receive regular professional evaluation against results-oriented standards. This is confirmed in the RAND research that has been referenced, as well

as in other studies and research. School districts believe that they are hiring fully qualified teachers who can assume independent practice when they hire new teacher education graduates; this is simply not the case. Berliner (1988) views the development of expertise in 5 stages of skill development from novice to expert. Novices are generally student teachers and beginning first-year teachers.

The goals to be accomplished during the residency and the knowledge and skills to be demonstrated on performance assessments are not possible without prior professional education. Therefore, the initial license to be issued must reflect the transitional status of the resident, verifying completion of a teacher education program and assessments of basic skills and general teaching knowledge, but not valid for independent practice.

The goals to be accomplished during the residency and the knowledge and skills to be demonstrated on performance assessments are not possible without prior professional education. Therefore, the initial license must reflect the transitional status of the resident, verifying completion of a teacher education program and assessments of basic skills and general teaching knowledge, but not valid for independent practice.

The California Commission on Teacher Credentialing (the equivalent of the Minnesota Board of Teaching) conducted an extensive four-year study of beginning teachers. Some findings follow:

> Recent research on teacher knowledge and skill development makes it clear that teachers require time under regular work conditions to develop all the knowledge, skills, and abilities needed in contemporary classrooms. Pre-service teacher education programs cannot provide the needed conditions and environment; development through support and additional training during the early years of employment is crucial if teacher competence is to be fully attained. The findings of the CNTP [California New Teacher Project] support this notion and make clear the kinds of support that are most helpful to beginning teachers. (Tierney, Long, Quellmalz, Stansbury and Estes, Assessment Component of the California New Teacher Project: Alternative Models of New Teacher Assessment and Support, 1992, p. 3).

In a report prepared for The North Central Regional Educational Laboratory, Zimpher and Howey (1992) completed an analysis of issues on improving teacher education. This 1992 report identified 3 purposes of an entry-year program for beginning teachers: (1) continuing professional support, (2) regular and responsive educative experiences which both extend and enrich their initial preparation, and (3) on-going feedback and assessment of their performance and progress over time, culminating in a summative decision by the end of the entry year regarding whether a continuing

license should be issued.

Through their ongoing RATE (Research About Teacher Education) studies, Zimpher and Howey (1992) have concluded that not everything can be learned in preservice teacher preparation. There is a primary need to revisit the concepts and understandings that are addressed during preservice preparation because they are rarely fully comprehended or internalized at that time. Numerous follow-up studies of graduates demonstrate that beginning teachers do not even recall encountering subject matter that was addressed repeatedly in the curriculum. Major concepts must be revisited by beginning teachers once they have the scope of responsibility that comes only with being in charge of their own classrooms. The report acknowledges that there are issues surrounding and problems attached to entry-year models and also notes that: "There are also those who assert that teachers can and should be wholly prepared before their initial assignment--regardless of mounting evidence of the difficulty of achieving this in present preservice arrangements." (Zimpher and Howey, 1992).

Because the residency is so integrally linked with the assessment system, it must be completed after completion of a teacher education program of pedagogical knowledge that more appropriately takes place in a college or university setting. Candidates for licensure must have the opportunity to acquire the required professional knowledge and skills before assessment for licensure purposes. This does not preclude colleges and universities from offering internships as part of the preservice preparation program. Indeed, some currently do. Three programs that have preservice internship opportunities for a limited number of students are those offered through Augsburg College, Bemidji State University, and the University of St. Thomas. These programs provide alternative delivery systems for the initial preparation of teachers. However, such internships are designed to prepare persons to

Because the residency is so integrally linked with the assessment system, it must be completed after completion of a teacher education program of pedagogical knowledge that more appropriately takes place in a college or university setting. The assessment system must include the job-relevant component of the residency that occurs after initial preparation has been completed.

become teachers, rather than to assess them for licensure purposes.

Graduation from a teacher preparation program, including those with internships, cannot be the only measure for issuance of a license valid for independent practice, since it does not necessarily assure that individuals who complete a teacher preparation program possess minimum competence. There are differences among institutions in their programs and in their admission standards and grading practices. Therefore, the assessment system must include the job-relevant component of the residency that occurs after initial preparation has been completed. Probably the most extensive study of beginning teachers was conducted in California from 1988-1992. It had three components: support, evaluation and assessment. The support component enabled beginning teachers to attend innovative training, seminars, peer discussion groups, and other professional development sessions. The evaluation component examined the impact of these methods of support on the effectiveness and retention of beginning teachers. The assessment component included developing, pilot testing and evaluating innovative approaches to assessing new teacher performance. Over the 4 years of the project, 3,179 beginning teachers participated. An independent evaluation conducted by the Southwest Regional Educational Laboratory found that the California New Teacher Project demonstrated that intensive support, continued training, and informative assessments resulted in better instruction for students. (California Commission on Teacher Credentialing and California Department of Education, 1992). The results of this project included improved performance and student learning, improved instruction for diverse students, and a very high retention of beginning teachers.

> Because of these findings, the independent evaluator concluded that teachers in the pilot project learned to teach more effectively than other new teachers who received less assistance and training, and that students in the project classrooms benefitted from better learning environments and opportunities. (California Commission on Teacher Credentialing and California Department of Education, p. 18)

Some beginning teacher models in Minnesota focus on completion of a Master's degree during the first year of teaching. These include the Winona State University Graduate Induction Program in collaboration with the Rochester Public Schools, the Elementary School Fellowship Teacher

Program, a collaborative effort between the Rosemount-Apple Valley-Eagan Schools and the University of Minnesota, Twin Cities, and the Mankato State University Fifth Year Beginning Teacher Graduate Internship Program developed as part of the Laboratory District Teacher Education Center, a partnership established with 14 Mankato area schools and the Bloomington and St. Paul School Districts.

In each of these programs, the beginning teachers, or "fellows", or "graduate interns" have completed their teacher education programs and have been granted initial licenses to teach. They teach full time and receive a stipend, about half of a beginning teacher's salary, and tuition waivers or a stipend toward tuition. The fellows or graduate interns are not considered employees of the districts; rather, they are graduate students enrolled in university programs. They participate in after-school seminars and are mentored by experienced teachers who also critique their teaching. They complete their graduate coursework over two summers and the school year, resulting in a Master's degree. Although these programs present some models for consideration, all would need adaptation if they were to meet the intent of the Board's restructured licensing system.

The Board of Teaching conducted a survey of Minnesota colleges and universities regarding required residencies. Twenty-three of the 26 institutions approved by the Board to prepare teachers responded. Survey results show that only 39 of the candidates recommended for licensure from July 1, 1992 through June 30, 1993 had completed internships as part of their initial teacher preparation. One university also reported that all 89 undergraduates in special education teacher education programs completed a full-year teaching residency. Survey respondents noted a number of advantages to a required residency as part of teacher preparation, including a more extensive classroom experience that would maximize growth in teaching competencies, better preparation for full responsibilities of beginning teachers, opportunities to more fully integrate the theoretical and research bases with practice, and a longer period to assess competencies. However, when asked whether a full-time, full-year residency could be required of all candidates for initial teacher licensure as part of their preservice teacher preparation programs, the vast majority of respondents

stated that there would not be enough school district placements available, adequate college supervision could not be provided with existing resources, and the residency could not be included within the current time frame of the existing teacher preparation programs. Concerns were also raised about economic barriers for teacher education students, limiting access for nontraditional teacher education students, potential disadvantages for Minnesota candidates for licensure, and the possibility of extending preparation for another year.

If a full-time, full-year residency were required of all candidates for initial teacher licensure as part of their preservice teacher preparation programs, there would not be enough school district placements available, adequate college supervision could not be provided with existing resources, and the residency could not be included within the current time frame of the existing teacher preparation programs.

The survey results cite a number of advantages for a required residency during the first year of teaching. These include school district commitment to professional development, opportunity to maximize growth in teaching competencies, stronger P-12 relationships with teacher preparation, establishing sophisticated mentoring programs, and more successful induction to the profession. Barriers to such a residency that were noted included costs for individuals, districts, and colleges and universities, reduced first year salary for residents, staffing the residency program, and availability of sites to do this well. (Minnesota Board of Teaching, 1994).

(2) The number of teacher residency positions available statewide by school district

The 1993 legislation regarding the establishment of a teaching residency program states that "A school district shall not use a teaching resident to replace an existing teaching position." Because of this restriction on the employment of residents, they can be hired only to increase the number of teachers in a district. This is problematic, since it limits the opportunities for employment, and thereby reduces the number of resident positions available. For the first year of the program, the Board of Teaching approved residency programs in 6 school districts.

In its 1992 report, the Board proposed that such individuals actually be the beginning teachers,

who would spend their first year in a transitional status as a resident in a professional development school. The Board had determined that not all school districts would operate residency programs; therefore, not all would have residents. The number of residencies available would be determined by the need for beginning teachers. School districts without professional development schools and residency programs would be able to hire beginning teachers after these residents had satisfactorily completed residencies and licensure-specific examinations of teaching skills and were granted continuing licensure to practice autonomously.

Over the past few years, 1600-1800 beginning teachers were hired annually in Minnesota. Projections indicate that the number of beginning teachers over the next 5 years will probably rise to about 2000 annually. The number of residency positions available must accommodate the number of new teachers needed each year. Therefore, when fully implemented, openings for at least 2000 residents each year would be required.

The number of residency positions available must accommodate the number of new teachers needed each year.

(3) How a teacher residency program and a mentorship program for school teachers can be structured

Mentoring must be an integral part of any residency program. As noted earlier, the residency program includes 3 components, one of which is continuing personal support [mentoring]. Last legislative session, the teacher mentoring program was transferred to the Board of Teaching. Because of the short timeline for the transfer, the Board did not make any major changes in the way the program had operated in the past. However, in attempting to provide an interrelationship between the mentoring program and the teacher

Mentoring must be an integral part of any residency program. During the residency year, the mentor provides professional and personal support and assistance to the resident.

residency program, the Board awarded mentorship grants to those applicant districts that were also granted approval for their residency programs. During the residency year, the beginning teacher's mentor provides professional and personal support and assistance.

Zimpher and Howey (1992) point out that continued support and education in the beginning year of teaching is not some peripheral nicety, but, rather is a necessity. It is imperative that residents receive support and assistance during this transitional year of teaching. California's New Teacher Project, involving approximately 3000 beginning teachers, demonstrated that teachers who were supported, assisted, and assessed during their first year learned to teach more effectively than other new teachers who received less assistance and training, thereby benefitting students in their classrooms. It is the intent of the Board of Teaching that the mentorship program will become more closely aligned with the purposes of the residency year so that mentors, in providing support to residents, will also guide and assist them in achieving the outcomes of the residency and preparing for assessments of their teaching knowledge and skill.

The mentorship program will become more closely aligned with the purposes of the residency year so that mentors, in providing support to residents, will also guide and assist them in achieving the outcomes of the residency.

A major key to the success of the residency program is the selection of outstanding teachers to serve as residency staff. By relating the mentoring and residency programs more directly, Board of Teaching standards regarding personnel for the residency program can be implemented. Being a member of the residency staff does not imply a change in role, but it does involve a change in responsibilities. The spirit of the program is that it should be an educational experience for all participants. Research on mentorship programs does suggest that mentors learn as they supervise. The California study found that experienced teachers benefitted by learning about new approaches to classroom teaching, providing better lessons for students in their own classrooms, clarifying their own attitudes and philosophies about teaching, becoming more reflective about their own methods of teaching students, becoming aware of the need for continued improvement in their teaching,

becoming invigorated and energized in their enthusiasm for teaching, and were more involved in school-level improvements at their school sites. The independent evaluator concluded that these experienced teachers improved not only the new teachers' competence, but their own as well. (California Commission on Teacher Credentialing and California Department of Education, 1982).

Mentors must receive released time to work with residents. The literature suggests that each full-time mentor should work with no more than ten interns, residents, or beginning teachers.

(4) Whether additional state funding for teacher residency programs is required

One of the reasons that sound supervised entry-year programs do not now occur is that no agency is financed to carry them out and there are no incentives to change current practice. Neither school districts, colleges of education, nor residents can or should finance residencies; therefore, the responsibility must fall to the state. Realistically, the development of residencies must depend on state support. One of the most compelling arguments for state support is that the state will reap the benefits most directly by having more capable teachers who will be able to produce greater student success.

Realistically, the development of residencies must depend on state support.

The cost of implementation will be directly related to the number of beginning teachers hired as residents each year. Costs will include supervision of residents by experienced teachers, training costs for the residency staff, costs for the instructional phase for residents, and costs for ongoing administration of each residency program. The state could support residencies either by grants to school districts made on the basis of bids for funds, or through state aid adjustments to districts that meet certain residency program standards developed by the Board of Teaching. In either case, however, the residency will require new resources to finance the time of the members of the residency staff. (Darling-Hammond, Gendler, and Wise, 1990).

Zimpher and Howey (1992) suggest that the "relatively nominal cost" associated with an

entry-year program should be provided at the state level. They also cite benefits to various stakeholders:

--Higher education/teacher education. More fully accomplishing a very difficult task, that of preparing beginning teachers well.

--Teachers. A more central professional platform, including the improved quality of initial teacher preparation, the more direct contributions of experienced teachers, and the further professional preparation of experienced teachers.

--School administrators. A means to ensure more equitable instruction for students across classrooms.

--The public. More extensive, higher quality professional preparation and better classroom instruction for students in beginning teachers' classrooms.

The greatest benefit occurs to students. All the students who receive instruction in first-year teachers' classrooms annually would have the benefit of a supervised resident rather than the unsupervised teaching of a first year teacher.

The California New Teacher Project invested $2,858 per beginning teacher; however, the overall cost of assistance and training was $4,500 per teacher. School districts, the mentor teacher program, and uncompensated time contributed by individual teachers made up the difference. Costs for the 37 projects ranged from $900 to $12,500 per teacher. Most resources were spent on personnel costs related to time spent. (California Commission on Teacher Credentialing and California Department of Education, 1992). Zimpher and Howey (1992) suggest that $3500 be allocated annually for each resident/mentor pair and be targeted for one-half day release time every other week for each. This figure does not include costs for the instructional and assessment phases. The RAND research for the Board of Teaching (Wise and Darling-Hammond, 1987) estimated the cost of a supervised residency to be approximately $3500 per resident. This cost will have increased each year due to inflationary factors.

The traditional school requires that the cost of supervision be over and above the cost of

instruction. The cost of supervision is high and is the primary reason that supervision is seldom carried out properly. In a traditionally organized self-contained classroom school, the actual cost of mentoring is the salary of the mentor divided by the number of residents to be supervised. For this reason, it may be more cost-effective to restructure traditional schools to become professional development schools, rather than trying to accommodate existing traditional settings. By permitting a mix of licensed teachers and residents to deliver instruction in these restructured schools, the cost of instruction need be no higher than in a traditional school. In order for teacher licensing reform and school reform to proceed simultaneously, it is critical that residencies occur in these restructured settings.

The Board of Teaching, in its 1992 report to the legislature, explained that state funding for the program would be needed, and estimated costs based on 1990-91 data. Upon full implementation, the Board estimated that the program would require an additional state appropriation of approximately $1,500,000 per biennium, to be adjusted for inflation, assuming that residents would be paid 75% of a beginning teacher's salary. The remaining 25% salary would also be allocated to the program.

Frazier and Callan (n.d.) assert that states do have a choice: they can either continue to fund a system that falls short of providing the quality of teachers needed for improving public schools, or they can reallocate and add new monies to support needed changes.

States do have a choice: they can either continue to fund a system that falls short of providing the quality of teachers needed for improving public schools, or they can reallocate and add new monies to support needed changes.

> Launching a new system of licensure is a major challenge. Though the strategies...are well-established in other professions, they are new to teaching and will require changes in public thinking about what it means to become a professional teacher, along with investments of time, intellectual energy, and money in developing internships [residencies] and assessment programs. (Darling-Hammond, Wise, Klein, forthcoming)

(5) The interrelationship between existing teacher preparation programs and a teacher residency program

Colleges and universities will continue to prepare teachers within the context of their existing programs that are being redesigned to be programmatically coherent, outcome focused, and research based. Although the residency program has some connections to preparation as part of professional development, it is not considered a college or university program.

Rather, teacher residency programs are implemented by local school districts because they employ and pay the residents. Current legislation addresses involvement of resource persons from higher education institutions and others in a school district's residency program. However, such a model does not involve any systemic role for teacher education institutions.

The professional development school concept envisioned by the Board of Teaching is based on the premise of simultaneous reform, involving collaborative efforts between prekindergarten through grade 12 schools and teacher education institutions. Residencies focus on the experiential aspects of learning to teach. Collaborative relationships between school districts with residency programs and teacher education institutions will benefit both by providing opportunities for teachers and university faculty to join together in doing research, improving practice, and educating teachers.

Collaborative relationships between school districts with residency programs and teacher education institutions will benefit both by providing opportunities for teachers and university faculty to join together in doing research, improving practice, and educating teachers.

Residents in each residency program will be graduates of a variety of teacher preparation institutions and will be considered employees of school districts rather than graduate students. They will not be required to pay tuition to complete a Master's degree as part of the residency; whether they wish to enroll in graduate coursework during the residency will be their choice. However, all residents will complete a professional development component which will be based on the needs of beginning teachers. Experienced teachers and teacher education faculty will be involved in the

formal instructional experiences such as seminars and clinical conferences. There could be a number of teacher education institutions engaged in collaborative arrangements with one or more professional development school sites.

(6) Issues related to implementing a teacher residency program, including a timeline for implementing the program

A number of implementation issues were raised at the time that the Board of Teaching presented its 1992 report on restructured teacher preparation and licensing to the legislature. Many of these issues became concerns due to uncertainty about the changes. A restructured teacher licensure system represents major change. Requiring a one-year residency as part of licensure is a substantial departure from the current licensure system. Much of the change is centered on a major policy issue of what it means to become a professional teacher.

A restructured teacher licensure system represents major change. Requiring a one-year residency as part of licensure is a substantial departure from the current licensure system. Much of the change is centered on a major policy issue of what it means to become a professional teacher.

In implementing this change, the Board of Teaching proposed a developmental phase, suggesting that some implementation issues be further examined to provide information and recommendations for full implementation. Other implementation issues surfaced as well. Some of these issues include those of whether working adults, single parents, persons of color and place-bound persons will be unintentionally disenfranchised; costs; employment status of residents; how professional development schools and staff are selected; and the potential impact on teacher preparation programs. These topics are addressed in greater detail.

The impact of the residency on place-bound or low-income students. This issue surfaced at the time of the 1992 legislation. As a policy issue, the Board of Teaching needs to consider first the purpose of the residency program, which is to provide opportunities to ensure that beginning teachers can demonstrate the knowledge and skills necessary to practice independently. Since at least 200

professional development schools would be created to accommodate 2000 residents annually, they would be located throughout the state, which should provide accessibility. And, since the program is not a 5th year of preparation, but rather, occurs during the first year of teaching, residents will be paid for the teaching services they render. Possible effects on supply and demand of teachers should be assessed through a pilot phase over the next few years.

How the restructured system will ensure the ethnic and cultural diversity of the teaching force. Concern has been raised that traditional students would have a competitive edge and that an unintended result might be a less diverse teaching population. However, as school districts seek to increase the number of persons of color as teachers for their schools, and residents must be hired by school districts, this issue is one more directly related to recruitment to teacher education than it is to admission to a residency.

Cost for students, teacher education institutions, and the state. Since residents are no longer teacher education students, there are no teacher education student related costs. However, residents would be paid 75% salary; the remaining 25% would be applied toward the cost of the program and pay for part of the professional development phase and the supervision phase. Therefore, there is a cost to the residents. There will be additional costs to the state as well, as noted in section 4, on pages 20 to 22. Costs for teacher education institutions relate most directly to faculty time for participation as professional development school faculty.

Status of residents with respect to employment issues. Current legislation enumerates the employment conditions for residents. They receive 75% of a beginning teacher's salary, are members of the local bargaining unit, and are covered under the terms of the contract, except for salary and benefits. The residency counts as one year of a teacher's probationary period. Residents spend no more than 80 percent of their time as classroom teachers, and during the remaining time, participate in individual professional development activities. In the Board's proposal, the reduced load provides the time necessary for residents to participate in a number of activities, including seminars, consulting with supervising teachers, and observing other teachers. The Board recommends that the resident be

a new status, transitional in nature, neither student nor teacher. This new status may need to be studied in relationship to union membership in the event that special employment status is warranted.

Salary. Concern has been raised regarding setting salary at 75% of the statewide average beginning teacher's salary. It may be more equitable for school districts if this figure were tied to each local salary schedule, rather than to the statewide average.

The issue of where residencies should operate. The Board of Teaching envisions a number of school districts that are engaged in restructuring becoming professional development school sites. In these sites, their missions will be expanded to include extending and enriching the preparation of beginning teachers. These schools will be exemplars of best practice, involving collaborative efforts between schools and teacher education institutions. They will be committed to high-quality education for students and residents. They will not operate in all school districts, but only in those that want them, that have the capacity for a critical mass of residents, and that have the resources to properly implement a program that meets state standards. Standards have been developed by the Board of Teaching (see Appendix B). Anticipating 2000 residents annually, and approximately 10 residents per site, at least 200 professional development schools will be required.

Requirements for the professional development component. The curriculum of the residency must be based on the developmental needs of beginning teachers. It will include formal instructional experiences such as seminars, clinical conferences, observations of experienced teachers, and required reading assignments. It is important to define the content of the residency so that residents not only experience a full range of professional knowledge and skills, but also that all residents are ensured fairness and equity in licensure. Since ongoing performance assessment will occur throughout the residency, the residency must be structured so that all residents have an equal chance of being exposed to the concepts that will be assessed. Components for the educational program for the residency have been identified by the Board of Teaching and are included in its proposed Standards for Internship [Residency] Programs. (See Appendix B). The following is excerpted from these standards:

> By means of didactic and clinical experience, such as supervision, seminars, lectures, assigned reading, demonstration, in-class coaching and support groups, the internship [residency] will provide opportunities (including systematic instruction and experience) for:
>
> 1. Applying knowledge to the major tasks for teaching, including diagnosing students' needs developing learning plans, delivering instruction, evaluating student progress, managing the learning environment, and other professional duties.
> 2. Reflecting upon and analyzing teaching experiences.
> 3. Experiencing an adequate variety of teaching situations, including variety in student age or grade levels, student learning characteristics, subject areas, student demographic or cultural characteristics, and types of communities. Familiarity with these diverse teaching situations can be accomplished by instruction, observation, or actual practice. To the extent that it is practically possible, familiarity should be achieved through actual practice in different settings.
> 4. Using and analyzing research.
> 5. Participating in a variety of professional activities beyond the classroom.
> 6. Observing other teachers.
> 7. Receiving systematic, ongoing assessment with procedures for intensive support as needed.
> 8. Instruction in professional ethics.
> 9. Familiarization with the operation of the entire school program, including knowledge of resources and procedures for acquiring needed services for students.

Staffing the residency program. Perhaps the most important aspect of this program is the selection of outstanding teachers to be residency staff. These teachers must have a strong interest in teaching and assisting residents and should have adequate training and experience and be recognized by their colleagues as possessing substantial expertise in their teaching areas. Residents must be exposed to state-of-the-art practices by these teachers who can articulate what they do and why.

Potential Impact on Teacher Preparation Programs. Some implementation issues regarding the potential impact on teacher education programs have been raised. These include whether the residency program results in a fifth year of preparation, reduction in the number of teacher education graduates, and/or a standardized teacher education curriculum.

The residency does not create a 5th year program, rather, the residency is part of the licensing process and occurs during what previously has been the first year of teaching. Colleges and universities will continue to prepare teachers within the context of their existing programs. Although the residency year has some connections to preparation, because the 20% time for the educational phase will build upon and enhance initial preparation, it is not considered part of the college or university program. Rather, it is considered part of the staff development of the resident. The

residency represents a rearrangement of institutional roles and responsibilities, with school districts and the profession accepting additional responsibility for teacher preparation.

Whether the residency program will reduce the number of teacher education graduates has been raised as a major concern by some individuals. Over the past five years, Minnesota teacher preparation institutions have graduated approximately 3500-3800 new teachers each year. Of this number, approximately 1500 are employed annually in Minnesota schools. Since the Board of Teaching has projected the number of residencies to be at least 2000 each year to approximate the need for beginning teachers, concerns have been raised that the residency will be competitive and not all graduates will be able to participate and ultimately receive their continuing licenses. However, the same situation is true today. Not all 3500-3800 teacher education graduates are employed each year in Minnesota schools; therefore, not all current graduates are employed and are able to receive their continuing licenses either. The prime motivation for a restructured licensure system is not to reduce the number of teacher education graduates. Rather, it is to prepare beginning teachers for the demands of the future and to assure the public that beginning teachers have demonstrated the knowledge and skills needed to teach before they are licensed to practice independently.

Critics have raised concerns about the standardization of teacher education as a result of implementation of this program. Yet, since the time that the Board of Teaching released its 1992 report, there has been a growing consensus about what beginning teachers should know and be able to do in order to practice responsibly. The Interstate New Teacher Assessment and Support Consortium (INTASC) has developed a set of performance-based standards for beginning teachers that are designed to be compatible with those of the National Board for Professional Teaching Standards. Both of these national groups' standards are compatible with the teacher education outcomes developed by the Board of Teaching that were based on the 1986 Vision report. This movement toward consensus represents the body of growing knowledge about teaching and learning that form the basis for preparation and licensing. The Board of Teaching has never mandated a common delivery system. Rather, it has set the outcomes, and encouraged colleges and universities

to design programs which meet these standards in the context of the mission and philosophy of each institution approved to prepare teachers. Rules of the Board of Teaching are explicit regarding the encouragement of a variety of delivery system to meet the standards.

A Timeline for Implementing the Program

The Board of Teaching proposes that the residency become a requirement for a continuing license which will authorize a teacher to practice independently. To do so will require a two-phase implementation.

Phase 1 -- Development. A period of development is necessary in order to generate and evaluate a number of models before the residency is fully implemented. A variety of residencies in professional development schools need to be created that meet Board specifications. Eligible grantees will be school districts or school district consortia, because they will employ and pay residents. From 10 to 20 pilot sites should be funded, each serving from 10 to 20 residents per year for 3 years. It is expected that school districts would pay the residents' salaries and contribute the resources they would normally spend for supervision and staff development of beginning teachers. State funds would be used to plan for these pilot sites, to assist with added costs of supervising residents and providing them with their instructional phase, as well as for evaluation of residents and the training costs for residency staff. During this phase, different configurations will be encouraged and evaluated, alternative approaches to cost need to be explored, possible effects on supply and demand of teachers will be assessed, and attention must be given to the formal instructional phase for residents. An evaluation of these pilot sites to provide information and recommendations for full implementation will be a component of the development plan.

Phase 2 -- Full Implementation. Following the initial period of development and evaluation, the Board of Teaching will determine a more uniform system of residency configurations and all beginning teachers will be required to complete a residency. The cost of implementation statewide will be directly related to the number of beginning teachers hired.

The following timeline is proposed:

1. 1994-1995:

   Authorize a restructured licensure system that includes a residency requirement

2. 1995-1997:

   Award grants for residency pilot sites for planning purposes

   Develop, operate,and evaluate residency pilot sites in professional development schools

3. 1997-1999:

   Continue operation and evaluation of residency pilot sites in professional development schools

4. 1999-2001:

   Develop state-wide policy for implementation of residencies

   Create additional professional development schools to accommodate all residents

   Provide training for all residency site staff

   Require examinations of teaching knowledge and skill by 2000

   Require residencies beginning in 2000-2001

   Require examinations of licensure-specific skills in 2001

By the year 2001, the restructured licensure system will be fully implemented. Currently, the performance-based assessments envisioned as part of the licensing process are in the early stages of development. However, the required residencies should be implemented and will take some time. By the time residencies are fully operational, performance assessments may be available for use.

(7) How a teacher residency program may impact upon a teacher licensed in another state who seeks a teaching position in Minnesota.

Since the residency will be a requirement for beginning teachers, those individuals who complete their teacher preparation programs in other states and have no teaching experience, currently 15% of the new teachers hired, will be required to complete a residency, just as Minnesota

graduates will. However, teachers who have teaching experience in other states and are hired in Minnesota will not be required to complete a residency.

Individuals who complete their teacher preparation programs in other states and have no teaching experience will be required to complete a residency. Teachers who have teaching experience in other states and are hired in Minnesota will not be required to complete a residency.

One component of the restructured licensure system is the completion of performance assessments of teaching knowledge and skills as a requirement for a continuing license. Teachers with experience in other states will be required to complete these assessments during the first year of employment in Minnesota. This policy is consistent with other Board of Teaching rules that provide for issuance of a one-year license to persons whose preparation is essentially equivalent to Minnesota standards, during which time the teacher is required to meet any specific Minnesota requirements. This policy is also consistent with other professions that require passing a state examination before being granted a license to practice, even though the professional holds licensure and may even have experience in other states.

CONCLUSION

The topic of reform of teacher preparation and licensing in Minnesota has been discussed for ten years, beginning with the 1984 report on state policies for teacher education, and continuing with a variety of reports and programs since that time. Some persons will want more study and debate, questioning whether a restructured licensure system consisting of residencies in professional development schools and assessments of teaching knowledge and skills will result in better prepared teachers. As with any major policy change, concerns regarding implementation will continue to surface.

Some persons will want more study and debate...As with any major policy change, concerns regarding implementation will continue to surface. However, not all concerns can be answered prior to implementation.

Rather than continuing the status quo or conducting additional study, the development phase of the restructured licensure system needs to begin. Not all concerns can be answered prior to implementation. In their research for the Board of Teaching, Wise and Darling-Hammond (1987) state:

> Of course, it will be a long time before the approach is sufficiently validated. Major changes in educational and licensing requirements cannot be justified by research in advance of their use nor can they be fully justified by research even after their use...
>
> ...Before we can know the full effects of a new licensing system, it must first be implemented for a period of years....However, determining the ultimate payoff...will require professional and societal validation that teachers have been well-prepared for teaching and that only those who can teach are allowed to teach. (pp. 49-50).

"Before we can know the full effects of a new licensing system, it must first be implemented for a period of years...However, determining the ultimate payoff...will require professional and societal validation that teachers have been well-prepared for teaching and that only those who can teach are allowed to teach."

The Board of Teaching is committed to the implementation of a restructured licensing system that will result in more extensive, higher quality professional preparation and licensure, and therefore,

better instruction for all learners. Its vision and direction is based on current research and reports on the need for this reform. As a professional licensing board, the Board of Teaching has been leading the nation in this effort.

A restructured licensure system consisting of completion of a redesigned teacher education program in an accredited teacher preparation institution, a year-long supervised and structured residency in a professional development school, and multiple assessment of beginning teacher knowledge and skills will assure the profession and the public that beginning teachers have demonstrated the knowledge and skills needed to teach before they are licensed to practice independently. Those who will receive the greatest benefit are the students of Minnesota.

ACTION PLAN

In order to implement a residency program as part of teacher licensure within a restructured licensure system, the following legislative policy changes are necessary:

1. Authorize the Board of Teaching to plan, develop, operate, and evaluate residency pilot sites in professional development schools, beginning in 1995-1996.

2. Authorize the Board of Teaching to require one-year supervised and assessed residencies in professional development schools for licensure purposes, beginning in 2000-2001.

3. Authorize the Board of Teaching to implement standards for professional development school sites.

4. Authorize the Board of Teaching to implement standards for the professional development component required of residents.

5. Authorize the Board of Teaching to identify a task force that is representative of residency program stakeholders to advise the Board on implementation of residency programs in professional development schools.

6. Amend current legislation to require collaboration between teacher education institutions and school district residency sites.

7. Amend current legislation to permit a residency position to replace an existing teaching position.

8. Amend current legislation to set the salary of residents at 75% of the local school district beginning teacher salary schedule, rather than the statewide average of beginning teachers.

REFERENCES

Written Documents

Berliner, David. The Development of Expertise in Pedagogy. American Association of Colleges for Teacher Education, Washington, D.C., 1988.

California Commission on Teacher Credentialing and the California Department of Education. Success for Beginning Teachers. California Department of Education, Sacramento, CA, 1992.

Chaska Public Schools, Teacher Internship in the Chaska Public Schools. Chaska, MN, n.d. (brochure).

Darling-Hammond, Linda, Wise, Arthur E., and Klein, Stephen P. A License to Teach: The Foundation for 21st Century Schools. Forthcoming.

Darling-Hammond, Linda, Gendler, Tamar, and Wise, Arthur E. The Teaching Internship: Practical Preparation for a Licensed Profession. The RAND Corporation, Santa Monica, CA, 1990.

Department of Professional Education, Bemidji State University. BOT Proposal to Develop a Residency Program as a Part of Teacher Licensure. Bemidji State University, Bemidji, MN, January 1994.

Report of the Task Force on Teacher Education for Minnesota's Future. Minnesota's Vision for Teacher Education: Stronger Standards, New Partnerships. Minnesota Board of Teaching and Minnesota Higher Education Coordinating Board, 1986.

Frazier, Calvin and Callan, Patrick. What State Leaders Can Do to Help Change Teacher Education. Advancing the Agenda for Teacher Education in a Democracy: A Guide for State Leaders. American Association of Colleges for Teacher Education., Washington, D.C. (n.d.)

Goodlad, John L. Teachers for our Nation's Schools. Jossey-Bass, San Francisco, CA, 1990.

Interstate New Teacher Assessment and Support Consortium. Model Standards for Beginning Teacher Licensing and Development: A Resource for State Dialogue. Council of Chief State School Officers, Washington, D.C., 1992.

Laboratory District Teacher Education Center, College of Education, Mankato State University. Fifth Year Beginning Teacher Graduate Internship Program. Mankato, MN, n.d. (brochure).

Minnesota Association of Colleges for Teacher Education. In Partnership: Teacher Education and P-12 Schools. 1993.

Minnesota Association of Colleges for Teacher Education. MACTE Principles for Use in Discussion of the Board of Teaching's Report on Developing a Residency Program as Part of Teacher Licensure. January 1994.

Minnesota Board of Teaching. A Report on Teacher Preparation and Licensing. 1992.

Minnesota Board of Teaching. Teacher Residency Survey. 1994.

Minnesota Department of Education. Teacher Supply and Demand. 1992.

Minnesota Higher Education Coordinating Board. Recommendations on State Policies for Teacher Education. 1985.

Minnesota Statutes (1992) and 1993 Supplement.

Shanker, Al and Geiger, Keith. "Tests for Teachers, Too." Washington Post. May 5, 1993.

Tierney, Dennis, Long, Claudia, Quellmalz, Edys, Stansbury, Kendyll, and Estes, Gary. Assessment Component of the California New Teacher Project: Alternative Models of New Teacher Assessment and Support. Far West Laboratory for Educational Research and Development, San Francisco, CA, 1992.

Wise, Arthur E. and Darling-Hammond, Linda. Licensing Teachers: Design for a Teaching Profession. The RAND Corporation, Santa Monica, CA, 1987.

Zimpher, Nancy L. and Howey, Kenneth R. Policy and Practice Toward the Improvement of Teacher Education. North Central Regional Educational Laboratory, Oak Brook, IL, 1992.

Presentations to the Board of Teaching

Department of Professional Education, Bemidji State University

Chaska Public Schools Teacher Internship Program

Minnesota Association of Colleges for Teacher Education

Rosemount School District 196 Teacher Induction Program

Participants in 1993-1994 teacher residency programs

APPENDIX A

Minnesota Statutes 1993 Supplement

125.230 TEACHING RESIDENCY PROGRAM.

Subdivision 1. **Establishment.** A school district with a teaching residency plan approved by the board of teaching may hire graduates of approved Minnesota teacher preparation programs as teaching residents. A district shall employ each resident for one school year. The district and the resident may agree to extend the residency for one additional school year. A school may employ no more than one teaching resident for every eight full-time equivalent licensed teachers. No more than 600 eligible teachers may be employed as teacher residents in any one school year.

Subd. 2. **Teacher eligibility.** Persons eligible to be hired as teaching residents must have received their initial license no more than two years prior to applying for a residency and must have less than nine months of full-time equivalency teaching experience as a licensed teacher.

Subd. 3. **Program components.** In order to be approved by the board of teaching, a school district's residency program must at minimum include:

(1) training to prepare teachers to serve as mentors to teaching residents;

(2) a team mentorship approach to expose teaching residents to a variety of teaching methods, philosophies, and classroom environments;

(3) ongoing peer coaching and assessment;

(4) assistance to the teaching resident in preparing an individual professional development plan that includes goals, activities, and assessment methodologies; and

(5) involvement of resource persons from higher education institutions, career teachers, and other community experts to provide local or regional professional development seminars or other structured learning experiences for teaching residents.

A teaching resident shall not be given direct classroom supervision responsibilities that exceed 80 percent of the instructional time required of a full-time equivalent teacher in the district. During the remaining time, a teaching resident shall participate in professional development activities according to the individual plan developed by the resident in conjunction with the school's mentoring team.

Subd. 4. **Employment conditions.** A school district shall pay a teaching resident a salary equal to 75 percent of the statewide average salary of a first-year teacher with a bachelor's degree. The resident shall be a member of the local bargaining unit and shall be covered under the terms of the contract, except for salary and benefits, unless otherwise provided in this subdivision. The school district shall provide health insurance coverage for the resident if the district provides it for teachers, and may provide other benefits upon negotiated agreement.

Subd. 5. **Applies toward probationary period.** A teaching residency shall count as one year of a teacher's probationary period under section 125.12, subdivision 3, or section 125.17, subdivision 2. A residency extended for one year shall not count as an additional year under this subdivision.

Subd. 6. **Learning and development revenue eligibility.** A school district with an approved teaching residency program may use learning and development revenue for each teaching resident in kindergarten through grade six. A district also may use the revenue for a paraprofessional who is a person of color enrolled in an approved teacher preparation program. A school district shall not use a teaching resident to replace an existing teaching position.

Subd. 7. **Recommendation for licensure requirements.** (a) The board of teaching shall develop for teachers of students in prekindergarten through grade 12, model teaching residency outcomes and assessments, and mentoring programs.

(b) The board of teaching shall report to the education committees of the legislature by February 15, 1994, on developing a residency program as part of teacher licensure. The report shall at least discuss:

(1) whether a teacher residency program should be a prerequisite to obtaining an initial teaching license or a continuing teacher license;

(2) the number of teacher residency positions available statewide by school district;

(3) how a teacher residency program and a mentorship program for school teachers can be structured;

(4) whether additional state funding for teacher residency programs is required;

(5) the interrelationship between existing teacher preparation programs and a teacher residency program;

(6) issues related to implementing a teacher residency program, including a timeline for implementing the program; and

(7) how a teacher residency program may impact upon a teacher licensed in another state who seeks a teaching position in Minnesota.

History: *1993 c 224 art 7 s 20*

APPENDIX B

RECOMMENDATIONS OF INTERNSHIP TASK FORCE TO MINNESOTA BOARD OF TEACHING REGARDING STANDARDS FOR INTERNSHIP PROGRAMS

PREAMBLE

Adequate funding will be provided by the legislature to schools and universities to provide the resources needed for excellent internship programs in which all participants can be accountable for their performance.

MISSION

The licensing process for teachers should provide the public and the profession with a high level of confidence that a new teacher is fit for responsible, independent practice. The MBOT is instituting the internship as a key component in the licensing process to provide an opportunity for prospective teachers to acquire and demonstrate the knowledge, skills, dispositions, and ethical standards necessary for such practice. The intern must successfully complete the internship (and other licensing requirements) as a condition for being awarded a continuing professional license.

STATEMENT OF INTENT

All candidates for a continuing teaching license in Minnesota shall undergo an internship. Initially, these internships may or may not occur within the structure of fully institutionalized programs or clinical schools. However, at minimum, all internships should meet the standards described in Part I herein.

It shall be the policy of Minnesota to develop and institutionalize internship programs throughout the state as soon as possible and make these opportunities available to as many candidates as is practical. These programs shall meet all of the standards herein.

It shall also be the policy of Minnesota to create clinical schools to serve as training sites for internship programs.

Definitions

An *internship* is a structured experience by means of which a candidate for teaching receives the supervision, opportunity for guided practice, education, assessment, and feedback needed to acquire and demonstrate the teaching knowledge, skills, and dispositions required for responsible, independent practice.

An *internship program* is a set of organized activities operated by schools and universities under a distinct administrative structure created solely for the purpose of training teacher interns. A program may be operated within a school district or across a consortium of school districts, in one or more schools, including clinical schools. Some components of a program may also operate on the campuses of higher education institutions.

Clinical schools, the educational analogue of teaching hospitals, are public schools serving the dual purpose of educating students and preparing teachers. Such schools will be staffed by a mix of highly expert professionals and teacher interns, with direct connections to a school of education. Although a variety of models may be appropriate, certain features, such as heavy staffing, a commitment to high-quality education for students and interns, exhibition of state-of-the-art practice, and an atmosphere of collegiality, should be present in all clinical schools. Whenever possible, such schools shall be established in areas of highest need, thereby providing a stable, highly skilled core teaching faculty to populations historically underserved.

I. THE EDUCATIONAL PROGRAM

A. Duration. The internship shall be full time for one academic year.

B. Instruction and Experience. By means of didactic and clinical experience, such as supervision, seminars, lectures, assigned reading, demonstration, in-class coaching and support groups, the internship will provide opportunities (including systematic instruction and experience) for:

1. Applying knowledge to the major tasks of teaching, including diagnosing students' needs, developing learning plans, delivering instruction, evaluating student progress, managing the learning environment, and other professional duties.
2. Reflecting upon and analyzing teaching experiences.

3. Experiencing an adequate variety of teaching situations, including variety in student age or grade levels, student learning characteristics, subject areas, student demographic or cultural characteristics, and types of communities. Familiarity with these diverse teaching situations can be accomplished by instruction, observation, or actual practice. To the extent that it is practically possible, familiarity should be achieved through actual practice in different settings.

4. Using and analyzing research.

5. Participating in a variety of professional activities beyond the classroom.

6. Observing other teachers.

7. Receiving systematic, ongoing assessment with procedures for intensive support as needed.

8. Instruction in professional ethics.

9. Familiarization with the operation of the entire school program, including knowledge of resources and procedures for acquiring needed services for students.

C. **Curriculum.** The curriculum will be guided by the common developmental needs of beginning teachers. In a progressive fashion, it should expose interns to topics appropriate to their level of training. It should support the translation of theory into practice, focusing both on applications of knowledge and practical concerns. The curriculum must be well organized, based on sound educational principles, and carried out on a regularly scheduled basis which includes organized formal instruction (prepared lectures, seminars, assigned readings, etc.) as well as less formal training (e.g., staff meetings, conferences, social interactions).

D. **Essential Characteristics.** In addition to systematic instruction and substantial experience in the areas listed above, a program should also provide:

1. Systematic and regular support, in the form of regularly scheduled individual supervision. As a general rule, each intern should have at least two hours of individual supervision weekly. This is in addition to teaching observations, conferences, and seminars.

2. An appropriate and progressive degree of responsibility for teaching students.

3. An optimal teaching load, such that the training functions of the internship are not overwhelmed by the service functions.

E. **Descriptive Materials.** Internship programs shall develop and distribute descriptive materials in which the goals and content

of the programs and characteristics of the student populations and community settings are accurately depicted, so that interns may match the program emphasis with intern interests.

II. INTERNS

A. **Number.** Each program will determine the number of interns to be served, given the resources it has available. It is desirable that a program have a sufficient number of interns to allow for peer interaction and support, as well as adequate instruction.

B. **Assessment.** The program shall establish a procedure for assessing the acquisition of the skills and dispositions required for a beginning teacher.[3] These skills and dispositions must be developed and assessed in at least two diverse teaching settings, which vary by at least two dimensions listed in Part I.B.3. above, as appropriate to the specific license of the intern. The program may ascertain this acquisition by multiple measures, including:

- Observation
- Interviews and weekly conferences
- Teaching products, such as lesson plans, examples of student assignments, tests, etc.
- Self-reports by intern
- Clinical supervision
- Consumer satisfaction

C. **Prerequisites.** To be admitted to the program, interns must have graduated from or have completed all of the relevant didactic and practicum experiences necessary for graduation from an approved teacher education program.

D. **Exit Requirements.** The intern must successfully complete the internship prior to sitting for the Minnesota test of beginning teaching skills [Part II of the Skills and Knowledge of Professional Educators test (SKOPE)]. Successful completion will be determined by the director of the program on the recommendation of the program staff. Such determination should include an attestation that the intern has developed professional dispositions and meets the ethical standards of the Minnesota Teachers' Code of Ethics. [See App. C.]

---

[3]See App. B, which is an extract from *Minnesota's Vision for Teacher Education*, pp. 22-30.

III. ADMINISTRATIVE STRUCTURE

A. **Director.** Each program shall have a director whose major responsibility is to maintain and enhance the internship program. The director must be licensed by the Board of Teaching or possess equivalent qualifications, and must devote a sufficient number of hours weekly to the internship program to ensure that it is effectively managed.

B. **Participating Institution.** Each program shall include one or more school districts and one or more teacher preparing institutions whose relevant teacher education programs are approved by the Minnesota Board of Teaching. These schools and IHEs must meet all applicable accreditation standards.

C. **Advisory Board.** Each program shall have an advisory board with representatives of all participating institutions, to advise on policy decisions and facilitate close working relations.

D. **Resource Allocation.** The program shall have a description of the process by which institutional resources, including staff, are allocated for the educational purposes of the internship:

1. Administrative support for the internship program shall be apparent in terms of adequacy and stability of resources and specific budgeting for training operations, including financial support for interns.

2. All participating institutions shall recognize the internship activities of staff as part of their regular duties and shall provide the time and structures necessary to support such work.

E. **Staff and Intern Selection.** The program shall establish an operational system for appointment of staff, selection of interns, supervision and evaluation of interns, assurance of due process for interns and staff, and ongoing review and evaluation of the program.

F. **Camaraderie.** All sites, including consortia, shall encourage camaraderie among interns and should facilitate information exchange among and between interns and faculty.

IV. FACULTY AND STAFFING

A. **Selection Procedures.** The director and advisory board will determine procedures for selecting faculty and staff. Staff will include personnel from both school districts and teacher education programs.

B. **Staff Characteristics.** The internship staff should have a strong interest in teaching and be willing and able to contribute the necessary time and effort to the education program. The key professional personnel, as teachers, clinical supervisors, and/or administrators, should:

- Have adequate special training and experience
- Participate regularly in professional activities
- Participate in their own continuing education
- Actively share teaching expertise
- Exhibit sincere interest in education research and development.

C. **Number and Variety.** The internship program shall be staffed by qualified educators in sufficient numbers to achieve its goals and objectives. A sufficient number and variety of staff are needed to provide the interns with the instruction, supervision, and support required of the educational program (as described above).

D. **Professional Development.** Programs shall provide continuous professional development for staff to better enable them to carry out their internship functions.

E. **Intern Assessment.** It is the responsibility of the staff to actively participate in an ongoing assessment of the intern's progress.

V. FACILITIES AND RESOURCES

A. **Site.** The internship shall take place in public school settings in the state of Minnesota.

B. **Program Diversity.** Those sites or consortia participating in an internship program shall, independently or jointly, offer sufficient program diversity to ensure a variety of educational experiences. These sites should also serve a student body reflective of the state's diverse population.

C. **Adequate Facilities.** School sites or consortia providing internship programs shall have adequate facilities, equipment, and materials to provide the educational experiences and opportunities set forth in the program requirements. These include: access to an adequate library providing standard reference texts, curriculum

materials, and current professional journals; sufficient space for intern instruction; adequate facilities and technologies for interns to carry out their teaching and personal education responsibilities; a student record system that facilitates both quality instruction and intern education; laboratory and classroom facilities of sufficient quality to promote professional instruction; and all other materials necessary for high quality student and intern education.